

**Geography Curriculum: Year 7**

Year 7		HT1	HT2	HT3	HT4	HT5	HT6
subject	Topic	Our Fantastic Home	Weather and Climate	Population and Settlement	Rivers	Global Issues	Tourism
	Why this and why now?	Establishes foundation geographical skills and knowledge, such as map reading and locating places (continents, oceans, etc). Students should have a basic skillset from KS2 however these need to be secure in order to develop skills further and gain more knowledge and understanding	This unit continues to build on geographical skills such as using data. Also continues to develop locational knowledge of the UK by looking at our climate and weather issues (heatwaves and storms). This also begins to establish foundations for future more complex units such as climate change and ecosystem distribution	In this unit, students will investigate human geography concepts within specific parts of the world, such as issues with population growth in developing countries. Previous knowledge gained on map skills and data use will be built on in this unit through looking at population distribution maps and population change statistics and graphs. This unit will also begin to open opportunities for discussion on key geographical concepts such as migration and refugees	This unit continues to build on locational knowledge through learning physical processes and landscapes with a focus on hydrological systems. This can be linked back to all previous units, including the links between physical environments and human activity	This unit aims to introduce complex concepts and open opportunities for discussion, judgement and evaluation on topics such as pollution, deforestation and food pressures. This unit aims to develop students to appreciate and understand other opinions regarding a specific topic	Students have begun to evaluate concepts and this will be developed on with a focus on positive and negative impacts. Students will continue to develop the use of facts and figures and geographical writing. Discussion skills will also continue to build. This unit will use aspects from all previous units: HT1 – map, graph and locational knowledge HT2 – how weather and climate influences tourism HT3 – human aspects of tourism (why people visit places) HT4 – physical landscapes that are tourist attractions, impacts on the environment HT5 – impact of tourism on global issues <ul style="list-style-type: none"> <li>• Begin to evaluate – positives and negatives</li> <li>• Continue to develop use of facts and figures to support points</li> <li>• Continue to develop discussion skills</li> <li>• To form and explain opinions</li> <li>• To form conclusions</li> </ul>
	What is the essential knowledge that needs to be remembered?	Understanding how to read maps using grid references, map symbols, scale, lines of longitude and latitude. To know the seven continents and five oceans and where they can be found on a map	To know the difference between weather and climate and describe both the weather and climate of specific places. To understand why places have different climates.	To be able to identify patterns on a range of graphs and maps. To explain what migration is, why it occurs and the opportunities and challenges. To acknowledge and appreciate	To accurately use key geographical terminology. To be able to describe the different physical processes in a river system and explain how these processes create landforms and influence	To use facts and figures to support points when discussing or writing. To create opinions and be able to discuss differing opinions. To understand the cause and effects of certain global	To be able to describe and explain patterns on a range of graphs and maps. To be able to explain why people visit certain named places. To identify and categorise impacts of tourism

		of the world. To name the countries of Great Britain and the UK and locate them on a map	Investigate the UKs climate, why it is like this and what extreme weather conditions we can face. To be able to use data to offer conclusions	issues leading to refugees. To develop points and begin to support with evidence/data	landscape changes. To be able to explain any links between the physical processes and human activity (including settlements close to rivers, transport on rivers, river pollution etc.). To apply learning of landforms and river activity to specific named examples.	issues (e.g. deforestation). To offer realistic solutions to these issues and explain how they may be a solution	(positive/negative, social/economic/environmental). To be able to explain how negative impacts can be reduced in tourism
<b>What is the assessment intent and how will you assess?</b>	Baseline assessment at start of unit to assess prior learning from KS2. This will help to address any significant gaps in knowledge and skills and aid future planning. End of unit assessment is used to show what skills have been learnt throughout the unit and where any further learning is required. Consistent retrieval practice throughout unit (e.g. low stakes quizzes)	End of unit assessment to consolidate learning and understanding and to identify any misconceptions to assist with future planning. Consistent retrieval practice throughout unit	Mid unit migration assessment will assess geographical writing ability through developed points and some use of evidence for support. End of unit assessment to consolidate learning and understanding and identify what skills need to be developed further (e.g. map description skills). Consistent retrieval practice throughout unit	Key term quizzes throughout unit to emphasise importance of the use of these terms and to ensure they are fully understood and therefore used accurately. End of unit assessment to consolidate learning and understanding. Consistent retrieval practice throughout unit	Assessment will be focused around discussion and challenging questioning. Written pieces to assess that students develop their points and opinions using evidence. Consistent retrieval practice throughout unit	Assessment will be focused around discussion and challenging questioning. Written pieces to assess that students develop their points and opinions using evidence as well as make evaluations. Consistent retrieval practice throughout unit	
<b>What does the end point look like?</b>	Students will use these gained skills in future units. This learning is a foundation to be built on with knowledge and case studies applied (e.g. using the skills to describe the location of specific places). Students will be able to use map skills to locate places on a map as well as describe different types of maps	Students will have a wider knowledge about the UK (location, weather and climate). Students will have learnt how to use data to offer conclusions. These skills and knowledge will be built on further in future units	Students will have a wider knowledge about the world and what human systems are at work (population and settlement change). Students will have developed their geographical writing skills and will be able to start to develop points. These skills and knowledge will be built on further in future units	Students should be able to make a clear link between physical processes and landforms; make links between human activity and river environments and; use key terminology accurately. Students will have continued to develop their understanding of earth processes	Students are able to articulate their opinion regarding global issues and able to support their points using evidence. Students will be able to discuss other opinions and why this may be the case. Students will form opinions on: <ul style="list-style-type: none"><li>Human activity that leads to endangered animals</li><li>The issue with plastic in our oceans</li><li>Food scarcity</li><li>Pressure on energy supplies</li><li>Causes, effects and solutions to deforestation</li><li>Causes and effects of climate change</li></ul>	Students are able to identify both positive and negative impacts of tourism. Students will have a wider understanding of global locations, human systems (tourism), physical landscapes and impacts. Students will be able to develop their points and use evidence to support their points	

	<p><b>How does it cover the NC?</b></p>	<p><b>Locational Knowledge:</b> extend their locational knowledge and deepen their spatial awareness of the world's countries using maps of the world, key physical and human characteristics, countries and major cities <b>Geographical Skills:</b> build on their knowledge of globes, maps and atlases and apply and develop this knowledge routinely in the classroom, interpret Ordnance Survey maps including using grid references and scale, topographical and other thematic mapping, and aerial and satellite photographs</p>	<p><b>Physical Geography:</b> weather and climate, including the change in climate from the Ice Age to the present <b>Human and Physical Geography:</b> understand how human and physical processes interact to influence, and change the environment <b>Geographical Skills:</b> build on their knowledge of globes, maps and atlases and apply and develop this knowledge routinely in the classroom</p>	<p><b>Human Geography:</b> population and urbanisation <b>Human and Physical Geography:</b> understand how human and physical processes interact to influence, and change the environment <b>Geographical Skills:</b> build on their knowledge of globes, maps and atlases and apply and develop this knowledge routinely in the classroom</p>	<p><b>Physical Geography:</b> hydrology, rocks, weathering and soil <b>Human and Physical Geography:</b> understand how human and physical processes interact to influence, and change the landscape and environment; and how human activity relies on effective functioning of natural systems</p>	<p><b>Locational Knowledge:</b> extend their locational knowledge and deepen their spatial awareness of the world's countries using maps of the world to focus on Africa, Russia, Asia (including China and India) <b>Physical Geography:</b> the change in climate from the Ice Age to the present <b>Human Geography:</b> urbanisation, international development, economic activity in the primary, secondary, tertiary and quaternary sectors, and the use of natural resources <b>Human and Physical Geography:</b> how human activity relies on effective functioning of natural systems</p>	<p><b>Locational Knowledge:</b> extend their locational knowledge and deepen their spatial awareness of the world's countries using maps of the world <b>Human Geography:</b> economic activity <b>Human and Physical Geography:</b> how human activity relies on effective functioning of natural systems <b>Geographical Skills:</b> build on their knowledge of globes, maps and atlases and apply and develop this knowledge routinely in the classroom</p>
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